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ABSTRACT

Policies for the selection, acquisition, and weeding of library materials, based on collection needs stated by academic departments and staff inputs, are listed for a university learning resource center. An alphabetical index is provided of major subject areas and subdivisions, which are assigned one of four level designators indicating the depth of coverage for that subject. Selection obligations and limitations regarding number of copies, reserve materials, shared resources, out-of-print publications, reproductions, textbooks, research projects, and language for course work, research, general information, and new programs, are specified to insure a balanced collection and justify expensive purchases. Criteria such as quality, cost need, consistency with the library's mission, collection balance, and availability are used for the selection for various types of media, including serials, newspapers, films, pamphlets, theses and dissertations, and paperbacks. Policy statements common to the Educational Materials Center, Reference, and the Area Research Center discuss objectives, scope, type of material, acquisitions, and evaluation. Guidelines are listed for vertical files, collection review, and equipment catalog files. Copies of the American Library Association's Library Bill of Rights, Intellectual Freedom Statement, Statement of Labeling, and the Resolution of Nonremoval of Challenged Library Materials are appended. (RBF)

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COLLECTION DEVELOPMENT POLICY

1973
1977 Rev.
1981 Rev.

Edited by

Philip Sawin, Jr.
Collection Development Librarian

MEDIA RETRIEVAL SERVICES-PIERCE LIBRARY

LEARNING RESOURCES

UNIVERSITY OF WISCONSIN-STOUT

MENOMONIE, WISCONSIN

January, 1981

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CORRIGENDA AND ADDENDA FOR WORKING REPORT
ON AAP-ALA-ASCD STUDY

December 16, 1980

CORRECTIONS

1. AAP-ALA should be AAP-ALA-ASCD throughout.

2. Table I (p.v), last line:
   24.5% should be 3.8%
   6.7% should be 1.0%

3. Table II - Title should be:
   Survey Return Compared to Survey Sample by Geographic Region and Adoption Category.
   Heading over last column should read:
   Percentage in Survey Sample

   Add:

   Note: Since sample selection was essentially random (see above, p. ii), the sample is assumed to reflect the geographic breakdown of the national population.

INSERT FOR PAGE XII

The breakdown, by type of community, of responses with respect to the nature and resolution of challenges also yielded some interesting results. Overall, the percentages of responses indicating (question 33) that the challenger(s) had read the challenged material in its entirety were about a third higher in urban and suburban areas than in rural or small town communities.

On the other hand, on the question (#35) of whether the challenger(s) sought to limit or expand the information and viewpoints in the materials used, there were more divergent responses. Whereas administrators from large cities indicated "limit" in all cases, librarians from large cities reported "expand" in 26.7 percent of the cases (it should be noted, however, that the total N for the two groups was only 26).

Both librarians and administrators serving rural and small town communities, as well as respondents in smaller cities, indicated "expand" with at least double the frequency of respondents from suburban areas and larger towns (population 5,000 to 49,999). Respondents serving urban and suburban communities about one third more frequently reported that challenges were dealt with formally than did respondents serving rural areas and towns.

On the question (#37) of whether or not material was censored prior to a formal review, the highest percentages of YES responses were among administrators (90.0 percent) and librarians (68.4 percent) serving large cities. (Again, the total N for this group of respondents was rather small, only 29). The lowest percentage of YES replies was from suburban respondents (40.3 percent overall). On question 44, relating to the final disposition of the challenge, respondents serving suburban communities about one third more often than most other respondents reported that the challenge was overrulled and less than half as often reported that the challenged material was removed from the school. It is otherwise difficult to discern a consistent pattern of responses on this question, however.

INSERTS FOR PAGES XIV-XV

A few respondents stated that the involvement of lay people is appropriate and valuable at the state level, but that nonprofessionals must not be allowed to "dominate" the process; that procedures for their orderly participation must be worked out. One respondent particularly deplored the extent to which adoption proceedings in some states have become a political arena, and suggested that media coverage of state-level hearings contributed to exploitation of the process for political ends. As an example, the respondent related an incident in which a publisher's representative notified a protest group that they could drop their objections because the challenged titles were being withdrawn. The head of the protest group quickly responded that they would appear at the hearing anyway as they had prepared their speech and wanted it to be heard.

One respondent credited community participation with returning published materials to a sounder basis--away from the "over-liberal," relatively uncritical use of "street materials."

Another respondent stated that administrators in districts where protest groups are most active are reluctant to select any of the controversial materials on the state list.

Several respondents indicated that legislation had been recently passed or was pending in their state on such issues as lay participation in the adoption process and "equal time" for the teaching of the creationist view of the origin of life.

One respondent noted that his state's Department of Education had succeeded in killing a bill (proposed by business lobbyists) requiring the teaching of a course on free enterprise. The Education Department met with the legislative committee responsible for the bill and convinced

them that the legislature should not regulate curriculum. The State Board of Education then passed a new high school requirement--one semester of consumer economics. Commented the respondent: "We feel better about having a course in consumer economics (which includes budgeting, financial planning, etc.) than we did about one in free enterprise. We also feel better about having the course proposed by the Board of Education than by the legislature."

A number of states have long had regulations banning materials which are "subversive" or which "speak slightingly of the founders of the republic." Though these statutes have been on the books for years, respondents could not recall any cases in which they had affected adoption decisions. One wonders, however, whether the support gained for the New Right in the recent elections will prompt action based on these heretofore dormant statues.

INSERT--REGIONAL BREAKDOWN FOR QUESTION 36, PAGE 41

Regional Breakdown. The highest rate of informal resolution of challenges was reported by librarians from the South (76.1 percent); the lowest rate, by librarians in the Northeast (46.7 percent).

The breakdown by adoption category yielded differing figures for the two groups of respondents on this question. Whereas 54.7 percent of the administrators' responses in the adoption states and 60.4 percent in the open states indicated "informally," 69.1 percent of the librarians' responses in the adoption states, and 58.5 percent in the open so indicated.

INSERT--REGIONAL BREAKDOWN FOR QUESTION 37, PAGE 42

Regional Breakdown. The highest rates of censorship prior to formal review were reported by librarians from the South (76.1 percent), librarians from the adoption states (67.[illegible] percent), and administrators from the South (65.7 percent); the lowest rate, by administrators from the Northeast (35.5 percent).

Reviewed and approved by Mary R. Dooley
Coordinator, Technical Services

Reviewed and approved by
Director, Media Retrieval Service

Approved by
Dean, Learning Resources

Approved by
Vice Chancellor, Academic Affairs

TABLE OF CONTENTS

	Introduction	i
	Mission Statements	
	A. Mission Statement: UW-Stout	ii
	B. Mission Statement: Learning Resources	iii
	C. Mission Statement: M.R.S.--Pierce Library	iii
I.	Philosophy	
	Objectives: M.R.S.--Pierce Library	1
II.	Implementing Objectives: Ground Rules for Selection	
	Selection Obligation	2
	Selection Guidelines	3
III.	Other Aspects of Selection: Balancing Types of Media	4
IV.	Preview Policy	4
V.	Collection Review	4
VI.	Serials - Including Indexing and Abstracting Services	5
VII.	Serials - Standing Orders	5
VIII.	Newspapers	6
IX.	Microformats	6
X.	Films (16mm)	6
XI.	Other Media	7
XII.	Integrated Shelving of Resources	7
XIII.	Gifts	7
XIV.	Educational Materials Center	8
XV.	Stout Collection	8
XVI.	Pamphlets	8
XVII.	Textbooks	8
XVIII.	Reprints--Monographs	9
XIX.	Theses and Dissertations	9
XX.	Paperbacks	9
XXI.	Special Collection	9

XXII.	Map Collection	9
XXIII.	Area Research Center	10
XXIV.	Selection Responsibility	10
	Role of Collection Development Librarian	10
XXV.	Annual Review of Media Selection Policy	10
	Definition of Selection Guides	11
	Table of Selection Levels By Subject	12-21

Appendices

A.	Library Bill of Rights	A1-A6
C.	Certificate of Gift Form	C1
E.	Educational Materials Center	E1-E7
R.	Media Selection Policy - Reference	R1-R10
V.	Vertical File Guidelines	V1-V2
CR.	Collection Review Guidelines	CR1-CR4
H.	Equipment Catalog File	H1
J.	Area Research Center	J1

INTRODUCTION

This Collection Development Policy Statement incorporates guidelines contributed by every academic department in the university, as well as by all members of the Media Retrieval Services-Pierce Library professional staff.

In 1973, M.R.S. invited each department to assist in preparing a library collection development policy statement for the university community. Each department prepared a statement of collection needs which was analyzed by M.R.S. on a comparative basis. This document was revised in 1977 using a different format, but continuing to comparatively evaluate departmental needs.

After analyzing all replies, Media Retrieval Services has assigned each subject classification one of four level designators. The designator indicates the depth of coverage to be maintained for that subject in the M.R.S. collection.

Present plans call for continuous review of this policy statement by M.R.S. staff, with input from department chairmen and program directors and university faculty.

Included in the Appendices are copies of four statements by the American Library Association:

Library Bill of Rights
Intellectual Freedom Statement
Statement of Labeling
Resolution of Nonremoval of Challenged Library Materials

It is the intention of Media Retrieval Services to endorse and implement these statements.

UNIVERSITY OF WISCONSIN-STOUT SPECIAL MISSION

(1976)

Learning Resources Mission Statement

To facilitate the learning process and instructional communications by providing media services to students and faculty. This involves:

(a) the selection, procurement, organization, retrieval and effective utilization of all media;

(b) the design, production, and evaluation of audio-visual media;

(c) the effective application of computer technology to instruction, research and learning.

Media Retrieval Services--Pierce Library Mission

M.R.S. shall provide an integrated approach to the development, organization and retrieval of the library collection. The collection will contain all media formats where appropriate. Encouragement of learning through individual self-development of the student shall be a major goal of library service.

MEDIA SELECTION POLICY

ROBERT L. PIERCE LIBRARY,

UNIVERSITY OF WISCONSIN-STOUT

I. PHILOSOPHY

Building a University library resource collection is the responsibility of faculty members and the collection development staff. The collection can be custom-designed for this University's distinctive needs only if all contributors understand the mission of the University of Wisconsin-Stout and Learning Resources, and the objectives of Pierce Library, which are developed from the mission.

Objectives: Media Retrieval Services-Pierce Library

Media Retrieval Services-Pierce Library is committed to an integrated and unified approach to the collection development, collection organization, storage, retrieval and service of learning resources, supporting the University of Wisconsin-Stout's mission programs. M.R.S. is part of the instructional program which promotes learning on a self-sufficient basis.

To carry out its commitments, M.R.S. will:

1. Acquire materials which support Stout's academic mission by following an appropriate selection policy.

2. Provide learning opportunities for all users by acquiring these materials in all types of media formats--books, pamphlets, periodicals, manuscripts, maps, microforms, microfiche, slides, films, audio and video cassettes.

3. Organize materials in the collection and provide efficient retrieval systems which will encourage use of materials.

4. Provide for instruction in the use of M.R.S.-Pierce Library by methods such as programmed instruction, slide lectures, and self-conducted tours using portable guides such as cassette tape recorders and maps of the library.

5. Promote throughout the University an awareness of resources available through printed communications and through direct assistance to the instructor and to individual classes at the instructor's request.

6. Staff Media Retrieval Services with people who are committed to serving the public.

7. Establish equitable loan policies to encourage maximum use of resources.

8. Keep M.R.S. Faculty in touch with latest developments in library learning techniques by extensive participation in professional and academic activities.

II. IMPLEMENTING THE OBJECTIVES: GROUND RULES FOR SELECTION

The importance of judicious selection has increased proportionately with the exploding production of books, periodicals, and audio-visual media. Rising costs of collecting, organizing, housing and servicing of resource collections also demand a prudent selection policy.

A media selection policy cannot be permanent because resource collections are not static. A too-detailed media selection policy faces the prospect of almost immediate obsolescence. A policy too broad in scope and unclear in definition will also be of little use. This selection statement will make every effort to avoid both of these extremes.

The first step in building a selection policy is to define obligations and limitations for the collection. These elements, along with a preview policy to insure the usefulness of expensive purchases, are ground rules to protect the interests of each subject specialization in a balanced collection.

Selection Obligations

COURSE WORK.....The Library must provide resources to facilitate and enrich classroom instruction for every department of the University.

RESEARCH.....The collection must include the more specialized materials needed by students and faculty for independent research.

GENERAL INFORMATION.....Balanced learning requires general information resources in subject areas not covered by classroom instruction and research programs.

LANGUAGE.....Material will be collected primarily in the English language.

NEW CURRICULA.....Pierce Library must maintain the flexibility to develop collections in new programs initiated by the Curriculum and Instruction Committee and approved by the Chancellor and expand existing subject collections to meet curriculum changes.

UNIVERSITY OF WISCONSIN-STOUT HISTORY.....As a University library, Media Retrieval Services has a responsibility to preserve printed and audio-visual materials concerning the history and development of the University of Wisconsin-Stout and to collect and preserve publications of departments and schools of the University. This material is housed in the University Archives.

INTELLECTUAL FREEDOM.....Both in selecting and circulating resource materials, M.R.S. must uphold this chief mission of all universities. M.R.S. policies should remain in full accordance with the American Library Association's "Interpretations of the Library Bill of Rights", "The Intellectual Freedom Statement", "Statement of Labeling", and the Resolution on Non-Removal of Challenged Library Materials" approved

by the Intellectual Freedom Committee, June 20, 1971. (See Appendix A.) The latter statement declares that "as a matter of principle... no challenged library material should be removed from any library under any legal or extra-legal pressure, save after an independent determination by a judicial officer in a court of competent jurisdiction and only after an adversary hearing, in accordance with well-established principles of law". 1

Selection Guidelines

SINGLE COPIES.....To prevent serious dilution of library resources, the usual procedure will be to order only one copy of a title. M.R.S. will purchase two copies only if heavy and continued use can be demonstrated.

RESERVE.....Multiple copies for "Reserve" use are limited to three, except in unusual circumstances. Ordinarily, when multiple copies are needed for this purpose, the first copy will be hardbound; the balance will be paperback copies or microforms. For resources of required reading nature, the Rental Resources Service should be used.

SHARED RESOURCES.....Holdings of other libraries in this region and the possibility of sharing through Interlibrary Loan will be a factor in decisions to purchase expensive acquisitions.

OUT-OF-PRINT.....When lack of funds limits purchases, current publications will receive priority over out-of-print publications.

REPRODUCTIONS.....If originals are not obtainable or when cost for original materials is more, M.R.S. may acquire materials in suitable reproductions which will often include microformats.

TEXTBOOKS.....In most subject areas, books used as textbooks for courses will not be acquired for permanent holdings.

RESEARCH PROJECTS.....M.R.S. will not purchase extensive in-depth materials for short-term research projects of staff members or graduate students unless the selection stipulates coverage in that subject area. Interlibrary Loan should be consulted for this material.

1 "Up the Down Concourse/Dallas 1971: Documents". American Libraries, Vol. 2, No. 8, September, 1971, p. 833.

III. OTHER ASPECTS OF SELECTION: BALANCING TYPES OF MEDIA

Media Retrieval Services recognizes that the modern library is no longer simply a place where books are kept and read. In the midst of today's communications revolution, learning occurs most effectively when all types of media--audio and video cassettes, films filmstrips, transparencies, slides, microforms, periodicals, newspapers, documents, pamphlets--are available and used. All of these forms are considered resource materials for this collection, to be acquired, organized and maintained in a balanced structure.

IV. PREVIEW POLICY

Because of the high costs of some types of materials and their range of quality, book and audio-visual materials costing more than $100 will be ordered "on approval", "for examination", or "for preview". If a distributor does not have an approval, examination or preview arrangement, M.R.S. will purchase expensive materials from this source only if the item in question has been examined by the requestor, or if it has received more than one favorable review in acceptable reviewing sources. Before previewing materials, reviews will be located and scrutinized. A decision may be made based on reviews.

If a preview is requested, one or more faculty specialists in the subject area, and one or more media specialists, will preview the material in question. They will report results of the examination on the Media Preview Evaluation Form. Films which have demonstrated use through the Film Rental Service will automatically be considered for purchase.

The Collection Development Librarian will make the final decision regarding purchase of previewed materials on the basis of these factors:

1. Quality.
2. Cost.
3. Projected cost.
4. Projected need.
5. Consistency with the mission of M.R.S.
6. Maintaining balance of the collection, as indicated by selection level.
7. Established level of coverage for this subject area.
8. Availability and cost of rental.

V. COLLECTION REVIEW (See Appendix)

VI. SERIALS - - INCLUDING INDEXING AND ABSTRACTING SERVICES

Acquisition of periodicals and serials require a higher degree of selectivity than that of most monographs. Once M.R.S. selects a serial, there is an on-going and costly commitment in terms of annual costs, binding and storage for an indefinite number of years. In addition, the rapidly growing number of periodicals published in recent years dictates increasing selectivity. Therefore, a specific need for a serial or periodical must be demonstrated. Some of these needs may be:

1. Journals listed in major highly used indexes/abstracts.
2. Journals which will improve the knowledge of the industry.
3. Journals which are basic to the particular mission area of the University. (To be determined by an acknowledged guide to the literature.)
4. Continued use of the journal once it is in the collection.
5. Frequency of Interlibrary Loan requests.

If a department requests a large number of periodical titles, the Collection Development Faculty will ask the department to assign priorities among the titles. The priority set by the department will be one of several factors in the final decision to begin a periodical subscription. Other factors will include the following:

1. Does this title directly relate to one of the University of Wisconsin-Stout's areas of specialization?
2. How well does the existing periodical collection cover the subject?
3. How much do library patrons use the present periodical holdings in this subject area?
4. Is the title covered by a major indexing or abstract service?
5. What is the annual subscription rate in relation to the total amount budgeted by M.R.S. for new subscriptions?

M.R.S. will purchase "retrospective" (non-current) files of new periodicals as need dictates. Purchase of backfiles will be in the least expensive form available, usually microform.

VII. SERIALS - STANDING ORDERS

M.R.S. will make an annual reassessment of Serials on standing order, (serials which M.R.S. has contracted to receive on a continuous basis). Basis of the reassessment will be the continuing value of the materials and their relevance to our collection. Since courses, faculty, and department aims change,

there must be a continuing effort to review serials annually. Because of their continuous and expensive nature, serials will be selected with greater care than monographs.

VIII. NEWSPAPERS

M.R.S. will acquire newspapers on a current basis to meet the teaching and general informational needs of the University Community. Selected titles will include domestic newspapers representing some of the major cities of the country, major State and local newspapers.

In selecting new subscriptions, M.R.S. will consider relevance of the newspaper to specific courses, current coverage of major geographical areas, and representation of diverse political and social viewpoints.

IX. MICROFORMATS

Rising costs of storage dictate the consideration of microforms for retrospective acquisitions. (Microform is a generic term which includes all types of photocopies in which the scale is reduced as compared to the original, and which require an enlarger to be read.)

X. FILMS (16mm)

Because of the high cost of films, purchasing decisions for such media demand particular care. Selection judgment of any 16mm film will consider these points:

1. Quality of the film.
2. Cost.
3. Projected use.
4. Relevancy of the film to the curriculum and Media Selection Policy.
5. Anticipated life expectancy of the film.
6. Collection balance.
7. Rental availability.
8. Film versus video cassette or disc. (If a presentation appears to be primarily for "within library use" video cassettes will be preferred.)

The Film Rental Service of M.R.S. makes possible a short-term use of films, which is often a feasible alternative to the purchase of a film. Frequent rental of the same film, however, soon reaches a point where costs would exceed the price of purchase. Following are guidelines for determining whether a film is to be rented or purchased:

Insofar as possible, those 16mm films which consume largest portions of the film rental budget, and which have repeated application in several areas of the curriculum will have the highest priority for purchase.

Films which have low utilization, limited application, and low rental rates, or are available on a free loan basis, will have lowest priority for purchase and should be rented.

XI. OTHER MEDIA

A truly integrated resource collection recognizes that students learn best through a variety of media formats. Builders of this collection should make every effort to provide that variety within each subject area. In some cases, this will mean duplication of subject matter, e.g., the collection may include the speeches of President Kennedy during the Cuban crisis, both in print format and in audio cassette or video format. Criteria for the purchase of other audio-visual materials will be comparable to those established for film purchase.

XII. INTEGRATED SHELVING OF RESOURCES

It is the policy of M.R.S. to shelve all media formats together by subject when physically possible. As an example, the print form and the audio or video form of President Kennedy's speeches would be shelved together. In keeping with this policy, M.R.S. will strive to purchase or produce appropriate packaging to go with the audio-visual material being ordered, so that it can be stored on a shelf and labeled.

XIII. GIFTS

Gift materials are sometimes valuable sources for a library collection. On the other hand, often they are not appropriate to the library's objectives. Because the giving and receiving of gift materials involves public relations, adherence to a clearly stated gift policy is of particular importance.

No staff member shall make a definite commitment to accept gifts for M.R.S. without the approval of Collection Development and/or the Director. Acceptance of these gifts shall include a clear statement that the library is free to keep or to give away, according to the judgment of those responsible for collection development.

In the case of gifts which have significant monetary value, primarily rare books, manuscripts and films, the Collection Development Librarian will insist on transfer of legal title by gift in a properly executed form. This form must be:

1. Signed and dated by the donor, and;

2. Witnessed and dated by another party who is neither related to the donor nor employed by the institution receiving the gift.

There are to be no restrictions on disposal of unwanted items. Media Retrieval Services will not accept any temporary deposits. The Director of Development and Alumni Services at the University of Wisconsin-Stout should be notified when significant gifts are presented, so that appropriate publicity may be arranged.

By order of the Board of Regents, M.R.S. cannot provide a statement of the value of gift items for income tax deductions or other purposes. Donors will be referred to appropriate catalogs, book dealers and indices if they wish to determine the value themselves.

XIV. EDUCATIONAL MATERIALS CENTER (EMC) (See Appendix)

XV. STOUT COLLECTION

The Stout Collection consists of materials relevant to the University of Wisconsin-Stout as an institution. These include:

1. University of Wisconsin-Stout's annuals, yearbooks, catalogs, bulletins, directories, etc.
2. Autographed copies of books or other materials to or by Stout's Presidents and Chancellors.
3. Noteworthy materials authored by members of the University of Wisconsin-Stout administration or faculty.
4. Historical materials concerning the University of Wisconsin-Stout.
5. Plan A theses.

This is a definitive collection and M.R.S. will strive to acquire appropriate materials now scattered about the University or in private hands.

XVI. PAMPHLETS

M.R.S. acquires pamphlets of current interest to students and faculty. Pamphlets considered "ephemeral" (of temporary relevance) are kept in the Vertical File. Those of more lasting value, or potentially useful for research, are considered "permanent". These are cataloged and added to the classified collection.

Documents which are of pamphlet format should be closely considered as a possible serial in the cataloged collection or a monograph.

XVII. TEXTBOOKS

Textbooks will be purchased in areas where research material is limited. Textbooks which are found in El-Hi Textbooks in Print will be placed in the EMC Text Collection. Multiple copies of texts will not be purchased unless a specific request is made to the Collection Development Librarian.

XVIII. REPRINTS--MONOGRAPHS

In recent years, the reprinting of out-of-print monographs has become a major facet of the publishing industry. M.R.S. purchases monographs in reprint or microformat if the original cannot be located in the out-of-print market at a reasonable price. The quality of reprints varies greatly and prices are usually quite high. Decisions regarding purchase of monographs in reprint or microformat will be carefully based upon cost and projected use.

XIX. THESES AND DISSERTATIONS

M.R.S. adds one paper copy of every Masters Plan A and Educational Specialists Paper. A microform copy of each Plan A and EdS paper is also added. Microform copy of Plan B's only are added to the collection. Paper copies are housed in the Stout Collection.

XX. PAPERBACKS

M.R.S. adds permanently-bound volumes to the collection, except in those cases where paperbound titles are originals. If the original edition of the requested title is hardbound, but it is out of print, the paperback edition is considered for selection. When possible, paperback editions also are purchased as the second and third copies for "Reserve" use.

M.R.S. maintains a small recreational paperback collection. This collection is uncataloged and is not part of the main collection. The Collection Development Librarian reviews the selection of titles for the paperback collection.

XXI. SPECIAL COLLECTION

The Special Collection consists of:

1. Books, manuscripts, or portfolios of unusal format or significant money value in the University of Wisconsin-Stout's strong subject fields.

2. Unusual limited editions.

3. Noteworthy autographed materials not placed in the Stout Collection.

XXII. MAP COLLECTION

The Library will acquire National Geographic Maps, State road maps, and city street maps which are not readily available in atlases. City street maps will be provided for selected major cities. Other maps will be acquired as the mission needs of the University and Library dictate.

XXIII. AREA RESEARCH CENTER (See Appendix)

XXIV. SELECTION RESPONSIBILITY

Role of the Collection Development Librarian

Media selection is a joint responsibility of the faculty and Collection Development staff. M.R.S. welcomes faculty recommendations and solicits faculty help in building the collection. While it is the prerogative of every professional librarian and faculty member to participate in the media selection process, the final responsibility of media selection policy and collection development for library collections - including adequacy and quality of selections - rests with the Collection Development Librarian.

Working closely with faculty members, this person will screen the resources received on the initiative of media suppliers for consideration on "approval plans". The Collection Development Librarian also will evaluate the collection with a view to locating and selecting retrospective and current titles from the reviewing journals.

In order to achieve a balanced collection and to coordinate the resource development of the library as a whole, the M.R.S. staff may also carry responsibility for collection development.

XXV. ANNUAL REVIEW OF THE MEDIA SELECTION POLICY

This statement of policy which will guide the collection's growth must be responsive to change or it will quickly go out of date. The Collection Development Librarian and the Coordinator of Technical Services will review the Media Selection Policy annually. Suggested changes in policy will be referred to the Director of Media Retrieval Services.

DEFINITIONS OF SELECTION GUIDES

1. GRADUATE LEVEL - A collection which will support graduate and specialist level work including materials containing research reports, new findings, scientific results and other information useful to studying for the graduate and fifth year degree. It should also include all important reference works and a wide selection of monographs, serials, non-book material, as well as a definitive selection of journals and abstracting services in the field.

2. INSTRUCTION OR TEACHING LEVEL - A collection which is adequate to support instruction or teaching-level course work and/or independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes of less than research intensity. It includes a broad range of materials incorporating a complete collection of the works of more important writers, selection of representative journals and the the reference tools.

3. BASIC LEVEL - A highly selective collection which serves to introduce and define minor subject majors and to indicate the variety of information available elsewhere. It includes selected editions of important works, historical surveys, important bibliographies and a few major periodicals in the field.

4. MINIMAL LEVEL - A subject area which is out of scope for the University's mission, and in which few selections are made beyond very basic reference tools.

SUBJECT	SELECTION LEVEL
Accounting	3
Adult Education	2
Advertising	3
Aesthetics	3
Anthropology	
Archeological	3
Cultural	2
Human Ethnology	3
Physical	2
Appliance and equipment maintenance	2
Household and commercial food service equipment	2
Art	
Art Therapy	2
Ceramics	2
Design	2
Drawing	2
Glass	2
Lettering and Calligraphy	2
Metal	2
Painting	2
Sculpture	2
Wood, Plastics	2
Art History	
Art (including past to present)	2
Architecture	2
Auto Mechanics	2
Assembly in auto industry	3
Repair	3
Aviation	
Mechanics and technology	3
Pilot training	3
Biology	
Anatomy	2
Animal behavior	3
Bacteriology	2
Biochemistry	2
Botany	3
Ecology	3
Environmental	3

Biology
- Food microbiology: spoilage, preservatives..... 2
- General biology..... 2
- Genetics..... 3
- Human physiology..... 3
  - Cellular..... 3
  - Digestion..... 2

Building Construction..... 2
- Commercial building..... 2
- Concrete housing..... 2
- Construction materials..... 2
- Estimating..... 2
- HVAC..... 2
- Industrial building..... 2
- Industrialized housing..... 2
- Lumber construction..... 2
- Residential..... 2
- Solar heating..... 2
- Steel construction..... 2

Business Administration..... 2

Career Development..... 3

Chemical Dependency..... 1

Chemistry
- Analytical..... 3
- Biochemistry..... 2
- Consumer products..... 2
- Dietetic..... 2
- Environmental..... 3
- Food and drug
  - Additives: nutrients, emulsifiers, stabilizers, solutions, colloids, suspensions..... 2
- Industrial chemistry..... 3
- Inorganic..... 3
- Physical..... 3
- Plastics..... 3
- Textiles..... 2

Child Development
- Child rearing..... 2
- History of childhood..... 3
- Language/Cognitive development..... 2
- Methods of child study..... 2
- Physical development..... 2
- Social/Emotional development..... 2
- Theories of development..... 2

Communication Systems..... 3

Consumer Education..... 2

Counseling..... 1
- Family: parent, marriage..... 1
- Guidance (kindergarten through college)..... 1
- Organization and management..... 1
- Rehabilitation..... 1
- Theory..... 2
- Vocational guidance..... 2

Design
- Apparel..... 2
- Architectural..... 2
- Drafting..... 2
- Environmental..... 2
- Furniture..... 2
- Industrial..... 2
- Interior decoration and furnishings..... 2
- Mechanical..... 2
- Packaging..... 2
- Product..... 2

Early childhood..... 2
- Battered child..... 2
- Creative activities..... 2
- Culturally disadvantaged..... 2
- Mentally handicapped..... 2
- Nursery schools and kindergartens..... 2

Economics
- Comparative economic systems: communist, socialist.... 2
- Consumer economics..... 2
- Family finance..... 2
- Food industries..... 2
- History..... 3
- International trade..... 3
- Labor economics..... 2
- Managerial economics..... 3
- Public finance..... 3
- Textile and clothing industries..... 2

Education
- Administration..... 1
- Audio-visual teaching aids..... 1
- Elementary, secondary and higher education curriculum: theory and practice..... 1
- Evaluation: classroom, testing..... 2
- History of education..... 3
- Individualized instruction..... 2

Education
In-service education and supervision....2
Instructional development....1
Methods of teaching....1
Philosophy of education....2
Research....2
Special education....2
Vocational....1

Electronics....2
Assembly in electronics industry....2
Electricity....2
Motors....2

Energy
Energy systems....1
Fluid power....1
Fossil....1
Reserves....1
Solar....1

English
Children's and adolescent literature....2
Critical rhetorical and expository writing....2
Fundamentals: grammar and remedial....2
Journalism....2
Linguistics and history of English language....3
Literature: prose and poetry....2
Technical writing....2

Family living....2
Aging....2
Birth and death....1
Emotional maturity....1
Family planning....2
Family relationships....1
Handicapped, mental illness....1
Marriage and alternative life styles....1
Public Policy (children and families)....2
Sexual behavior....2

Food, Food Service and Nutrition....1
Diet, therapy and quackery....1
Pesticides, insecticides, fungicides....2
Preservation: hot, cold, irradiation, microwave....2
Purchasing for institutions....2
Selection and preparation....2
Social, cultural and geographic dietary variations....2

French Language
Culture, grammar and literature....3

Future Studies....2

Geography..... 3

Government
- American Foreign Policy..... 2
- American Government..... 2
- American State, Local (Urban) Politics (Wisconsin emphasis)..... 2
- Area studies..... 3
- Comparative Politics and Political Development..... 3
- International Politics, Organization (UN) and Global Order..... 2
- Normative and Empirical Political Theory..... 3
- Political Methodology and Analysis..... 3
- Political Socialization and Behavior (opinion, elections, voting, parties, and interest groups).... 2
- Public Policy and Policy Making..... 2

Graphic Arts..... 2
- Industrial graphics..... 2
- Technical illustrations..... 3
- Drafting..... 3

Graphic Communications..... 2
- Cold and hot type..... 2
- Copy preparation..... 2
- Letter press, off set and screen process image transfer..... 2
- Printing..... 2
- Typography..... 2

History..... 3
- Asia..... 3
- Costume and textile..... 3
- England..... 3
- Latin America..... 3
- Russia..... 3
- United States..... 2
- Western civilization/ancient..... 2
- Other countries & regions..... 4

Home Economics..... 1
- Home economics education..... 1

Household mechanical systems..... 2

Housing, hotels and habitational environments..... 2

Information systems..... 2

Industrial Teacher Education..... 1

Industrial Technology 1

Industry 2
- Automation 3
- Cost analysis 3
- Foundries 3
- Injuries/rehabilitation 2
- Human factors engineering 2
- Methods engineering/time and motion studies, systems analysis and design, cost-effectiveness studies, flow charts 2
- Plant layout and materials handling 3
- Production control 3
- Quality control, work measurement and job evaluation ... 1
- Relationships, labor unions 2
- Standards 2

Leisure
- Psychology 2
- Sociology 2

Machine Shops
- Die and mold making 2
- Machine tool equipment 2
  - Numerical control 2
- Presses 2

Management
- Business 2
- Construction 2
- Hotel and motel 2
- Industrial 1
- Merchandising 2
- Production 2
- Restaurant and institutional food services 2
- Textile and clothing industry 2
- University and College Administration 3
- Women in management 3

Marketing and distributive education 2
- Cooperative vocational programs 2

Mathematics
- Applied 2
- Computer science and programming 2
  - Binary arithmetic 3
- Computers 2
- Mathematical models 2
- Statistics 2

Media
Audio-visual materials and preparation....2
Equipment....2
Organization and selection....2
Retrieval systems and facilities planning....2

Metallurgy....2
Cast and sheet metals....2
Metallic materials and finishes....2

Minority groups
Culturally disadvantaged families....3

Music....2
Theory....2
Education - Early childhood education....2
Classical....4
Recreational....4

Mythology....4

Occupational therapy....3

Packaging....2
Food....2

Philosophy....3

Photography: Color, still, and motion picture....2
Graphic reproductions: line and half-tone photography....2
History of the film....2

Physical Education....2
Coaching....2
First aid and safety....2
Low skilled and highly skilled sports....3
Physical education for children....2
Physical training....2
Recreation....2

Physics....2
Acoustics....3
Atomic and nuclear....2
Electronics....2
Fundamentals....2
Heat and thermodynamics....2
Industrial....3
Mechanics....2
Optics....2
Strength of materials....2

Plastics: Technology
Compounding....3
Mold Making....2

Plastics: Technology
- Plastic materials....2
- Plastics processing equipment....2
- Plastics processing methods....2
- Plastic Product Development....2
- Polymers and polymerization processes....3
- Testing plastic materials....2

Psychology
- Abnormal....2
- Adolescent, juvenile delinquency....2
- Analytical....3
- Behavior modification....3
- Child....2
  - Behavior problems....1
  - Exceptional child....1
  - Play therapy....2
- Decision-making processes....1
- Differences in individuals and groups....3
- Educational....1
- Experimental....2
- Learning and learning difficulties....2
- Lifespan/Human development....1
- Mental health....1
- Multiple counseling, sensitivity training....2
- Personality....1
- Reading problems: readiness - pre-readiness....2
- School psychology....1
- Testing/Measurements....2

Public Health: community hygiene--food related....2
- Disease and control, infections, deficiencies, intoxicants, metabolic....2
- Food sanitation....3
- Child health....2

Rehabilitation....1
- Ambulation....1
- Diseases and other causes of handicaps: heart, circulatory, cerebral palsy, arthritis, epilepsy, hemophilia, burns, paralysis, paraplegia, brain spinal cord injuries....2
- Interviewing and job placement....2
- Psychiatric and psychological factors....2
- Rehabilitation centers: institutions, sheltered workshops, in-service training....2
- Work adjustment....2
- Research techniques....2

Safety
Fire..... 2
Industrial and mechanical..... 2
Safety education: driver and industrial..... 1

Sociology..... 2

Spainsh Language
Culture, grammar and literature..... 3

Speech
Correction, education for the handicapped..... 4
Forensics..... 2
Fundamentals: skills in public speaking..... 2
Oral interpretation..... 2
Parlimentary procedure and debate..... 2
Persuasion..... 3

Statistics
Business..... 2
Education..... 2
General..... 2
Rehabilitation..... 2
Demographic..... 2

Teacher Education
Audio-visual communications..... 1
Early childhood..... 1
Graphic arts..... 2
Guidance and counseling..... 1
Home economics..... 1
Industrial..... 1
Physical education..... 2
School psychology..... 1
Vocational and technical school..... 1
Vocational rehabilitation..... 1

Television and Radio
Closed circuit and cable TV..... 2
Industrial aids..... 4
Networks and broadcasting industries..... 4
Radio drama..... 3
Radio news..... 3
Radio programing..... 3
Radio performance..... 3
Radio recording procedures..... 3
Rock music history..... 3
Repair and servicing..... 3
TV performance..... 3
TV programing..... 3

Textiles and Clothing..... 1
Aesthetics..... 2
Care: laundry and products..... 2
Consumer aspects..... 2
Construction of apparel..... 2
Fashion..... 2
Manufacture..... 2
Psychological significance..... 2
Standards..... 2

Theatre
Acting..... 2
Directing..... 2
Drama, anthologies and single plays..... 2
Production and management..... 2
Stagecraft: design, construction, lighting..... 2
Theatre history..... 2

Tourism..... 1

Transportation
Applied: mechanics..... 1
History..... 2

Vocational Education..... 1

Vocational Evaluation..... 1
Situational assessment..... 1
Work evaluation systems..... 1
Work samples..... 1

Vocational Rehabilitation..... 1

Welding..... 2

Wood Technology..... 2
Cabinetmaking..... 2
Wood finishes..... 2

Womens Studies..... 3

Work
Psychology..... 2
Sociology..... 2

Zoology..... 3

AMERICAN LIBRARY ASSOCIATION
LIBRARY BILL OF RIGHTS

APPENDIX A

AMERICAN LIBRARY ASSOCIATION
Library Bill of Rights
Intellectual Freedom Statement
Statement on Labeling
Resolution on Nonremoval of Challenged Library Materials

LIBRARY BILL OF RIGHTS[3]

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

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[3]Adopted June 18, 1948, Amended February 1, 1961, by the A.L.A. Council.

INTELLECTUAL FREEDOM STATEMENT[4]

The heritage of free men is ours. In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primary among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy--who has faith in the political and social integrity of free men--must stand firm on those constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox or unpopular. Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional--occasionally heretical--until his idea is first examined, then refined, then tested in its political, social, or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views, can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available. We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

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[4]"Up the Down Concourse/Dallas, 1971: Documents." American Libraries, Vol. 2, No. 8, September, 1971, pp. 831-833.

INTELLECTUAL FREEDOM STATEMENT

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication. A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials. Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children--parents, teachers, religious leaders, scientists, philosophers, statesmen--must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable. Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist every encroachment upon that freedom by individuals or groups, private or official. It is inevitable in the give and take of the democratic process that the political, moral, and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

INTELLECTUAL FREEDOM STATEMENT

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom. Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility of creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

STATEMENT ON LABELING
(Adopted by the A.L.A. Intellectual Freedom Committee, June 20, 1971)

Because labeling violates the spirit of the LIBRARY BILL OF RIGHTS, the American Library Association opposes the technique of labeling as a means of predisposing readers against library materials for the following reasons: (1) Labeling is an attempt to prejudice the reader, and as such it is a censor's tool. (2) Although some find it easy and even proper, according to their ethics, to establish criteria for juding publications as objectionable, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association must oppose the establishment of such criteria. (3) Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library. (4) No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labels a book or magazine might be sued for libel.

APPENDIX A

PART I

STATEMENT ON LEGAL TITLE[5]
of the Rare Books and Manuscripts Section of the Association of College and Research Libraries. Approved by the ACRL Board of Directors on February 1, 1973, in Washington, D.C.

1. Every library should acquire proper and legal title to all gifts of books, manuscripts, and other materials, which have significant monetary value. It is recognized, however, (a) that it is often impossible to acquire title to collections many years after they have been received by the library; (b) that frequently, where small collections of materials are involved, the donor may not be certain exactly where title rests; and (c) that when single items or very small collections are involved, donors often do not wish to become involved in library gift procedures.

2. Many libraries still accept temporary deposits. As a general principle, such gifts ordinarily should not be accepted unless (a) the library has reason to believe that a temporary deposit is the only way in which the material is likely to be preserved; or (b) the library has reason to believe that a temporary deposit will in time be changed to a permanent gift; or (c) except where ownership of corporate records is governed by state and/or federal regulations.

3. Ordinarily transfer of legal title by gift is accomplished by a properly executed form, variously described as "Instrument of Gift" or "Certificate of Gift." This form should include the following: (a) name and address of the donor; (b) description of the gift; (c) statement of transfer of legal title, and where possible and applicable, copyrights and literary rights; (d) any restrictions; (e) directions concerning disposal of unwanted items.

The form must be (1) signed and dated by the donor and (2) witnessed and dated by another party who is neither related to the donor nor employed by the institution receiving the gift.

An additional evidence of proof would be the notarization of the donor's and witnesses' signatures.

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[5]"Statement on Appraisal of Gifts" College and Research Libraries News, Vol. 34, No. 3, March, 1973, p.50.

CERTIFICATE OF GIFT FORM

APPENDIX C

CERTIFICATE OF GIFT

ROBERT L. PIERCE LIBRARY, UNIVERSITY OF WISCONSIN-STOUT

Name of donor: _____

Address: _____

_____

Description of gift: _____

_____

_____

_____

Copyrights and/or literary rights if applicable: _____

_____

As owner, I hereby donate the above to the Robert L. Pierce Library, University of Wisconsin-Stout with no restrictions on the future use or disposal of said items.

Donor's signature: _____ Witness' signature: _____

Date: _____ Date: _____

Witness must not be related to donor nor employed by UW-Stout.

No temporary deposits accepted.

EDUCATIONAL MATERIALS CENTER (EMC)

MEDIA SELECTION POLICY

EDUCATIONAL MATERIALS CENTER (EMC)

I. Objectives of the Educational Materials Center Selection Policy:

A. To establish the subject scope of the EMC Collection;

B. To establish guidelines for the types of materials in the EMC Collection;

C. To set guidelines for the acquisition of the EMC materials;

D. To set guidelines for the de-selection of EMC materials.

II. Subject Scope of the EMC Collection:

A. The Educational Materials Center Collection provides samples of pre-K-14 instructional resources within Stout's teacher education program areas for use by the University Community.

III. Educational Materials Center Materials

A. A variety of materials are housed in the EMC Collection which, in combination with the resources of the general Library Collections, directly support the education and education-related curricula of the University of Wisconsin-Stout. The EMC materials are organized into several collections. Taken as a whole, they represent a core EMC Collection. However, changes in curricula may determine additions or deletions from the existing core collection.

B. There is no absolute limit on the number of volumes to be housed in the EMC. However, prevailing demand, fiscal constraints, changes in the curriculum or student enrollment in the teacher education programs may serve as guidelines for the size of the collection. These elements, combined with a policy of de-selection will maintain a balanced collection.

IV. Acquisition of Education Materials Center Materials

A. The EMC Librarian has the primary responsibility for collection development of the EMC.

B. The EMC Librarian will actively encourage faculty in the departments served by the EMC to select materials for the Collection.

C. The EMC Librarian and the Collection Development Librarian will work cooperatively on the EMC budget in order to assure fiscal balance among all Library Collections.

D. The following principles will serve as guidelines for the acquisition of materials for the EMC (not in priority order):

1. Importance of the material to Stout's curricula served by the EMC;
2. Faculty recommendations;
3. Favorable reviews in professional literature of a given subject field or in a standard reviewing source;
4. Price of the material;
5. Date of publication;
6. Timeliness of the material in relation to current trends in education.
7. Reputation of the author;
8. Reputation of the publisher;
9. Strengths and weaknesses of the existing EMC Collections in relation to the current needs of its clientele.

E. The EMC Librarian will select materials for the EMC based upon search of appropriate professional literature. This literature consists primarily of the following:

1. Publisher's leaflets and catalogs.
2. Periodical literature within the various curricular areas served by the EMC. Examples of these are:
   a. Man/Society and Technology
   b. Journal of Home Economics
   c. Art Education
   d. Vocational Education
   e. Wisconsin Industrial Education Association Newsletter.
3. Standard reviewing sources such as those listed below:
   a. E.P.I.E. Materials Report
   b. Curriculum Product Review
   c. Booklist
   d. Hornbook
   e. Top of the News
   f. School Library Journal
   g. Previews

V. Evaluation and De-selection of Educational Materials Center Materials

A. Periodic evaluation of materials in the EMC Collection is considered of equal importance to the acquisition of new materials.

B. Weeding of material designated as no longer useful to the EMC Collection shall be done on a regular basis in a systematic fashion.

C. The same principles and guidelines will apply to the de-selection of materials as the acquisition of materials (as outlined in Item IV and Item VII).

Guideslines in addition to those mentioned above which may be used as principles to be followed for de-selection of EMC materials are (not in priority order):

1. Physical condition of the material;

2. Availability of later editions or revisions of the same material;

3. Availability of material which reflects current trends in education or children's literature.

D. Removal of older editions of text and curriculum material is done automatically as new or revised editions are purchased and added to these collections.

E. All EMC Collections shall be reviewed systematically each year to insure collection balance and quality as outlined in Item VII for each EMC Collection.

VI. Inventory of the Educational Materials Center Collection

A. An inventory of all EMC Collections will be done on a regular basis as determined by the EMC Librarian.

B. Decision on purchasing replacements for missing volumes will be made by the EMC Librarian.

VII. Educational Materials Center Collections

A. Text Collection

1. Scope

a. Text materials will be acquired which support the University of Wisconsin-Stout's teacher education program areas.

b. Materials acquired for the EMC Text Collection will range from pre-Kindergarten through Grade 12 level on instruction.

c. In general, materials selected for the Text Collection will be verifiable in the current edition of El-Hi Textbooks in Print.

d. In keeping with general Library philosophy (Media Selection Policy, pg. 4, Item III) text material is not limited by format, i.e., print and non-print material will be acquired which meets the criteria outlined in Item VII-a regardless of media.

e. Materials which may accompany a base volume text will be acquired based upon criteria outlined in Item IV.

2. Types of Text Materials

a. TEXTS - Print or non-print materials which deal with a definite subject of study, systematically arranged, and intended for use at a specific level of instruction; are typically used as a principal source of study material for a given course.

b. STUDY GUIDES - Printed sets of directions or questions for the use of pupils in independent study; often correlated for a specific text.

c. TEACHER'S EDITIONS/MANUALS - guides containing teacher's aids, references and related topics of interest in a given subject field; generally prepared to aid instructors in the field; usually arranged for use with a specific text.

d. ANSWER KEYS - printed sets of answers to questions supplied in study guides or teacher's manuals which accompany a given text.

e. AUDIO-VISUAL TEXT COMPONENTS - Materials such as, but not limited to, charts, flash cards, picture cards, blocks, transparancies, or transparency masters, spirit masters, audio cassettes, filmstrips, or slide sets often are either an integral part or supporting element of a teaching program. These are generally designed for use with a specific text. Components such as these will be evaluated for acquisition according to the same guidelines established in Item IV.

B. Curriculum Guide Collection

1. Scope

a. Curriculum materials will be acquired which support the needs of curriculum development courses at the University of Wisconsin-Stout.

b. Materials acquired for the EMC Curriculum Guide Collection will reflect current curriculum practices ranging from pre-Kindergarten through Grade 14 level of instruction.

c. Curriculum materials will be acquired from local, State and Federal education agencies and professional associations.

d. Curriculum materials purchased for the EMC Curriculum Guide Collection will not duplicate those curriculum guides available in the ERIC Microfiche Collection.

2. Types of Curriculum Materials

a. CURRICULUM GUIDES - Substitues for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, references to teaching aids and evaluation techniques.

b. STATE CURRICULUM GUIDES - General plans or guides for public school instruction in a particular State at stipulated levels, recommended or enforced by the educational authorities of the State; usually outlines objectives, sequences of experiences, suggested materials for study, and alternative instructional procedures.

c. COURSES OF STUDY - Official guides prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject for a given grade or combination of grades; may include aims of the course, expected outcomes and scope and nature of the materials to be studied with suggestions as to suitable instructional aids, texts, supplementary reading, activities, suggested learning experiences, teaching methods and method of achievement.

C. The "School Library" Collection

1. Scope

a. Materials acquired for the "School Library" Collection will have an intended audience ranging from pre-Kindergarten through Grade 12 levels of instruction.

b. Generally, materials selected for this collection are children's literature and multimedia resources. Typically, these materials are of the type that a student could use independently or with little instruction supervision. Media in this category may be considered supplementary curriculum resource material in contrast to text material which is regarded as a base for any given course. (Item VII A-2-a)

c. Resources housed in the "School Library" Collection will support course work in Stout's curriculum area, children's and young adult literature courses.

2. Types of Materials Acquired for the "School Library" Collection

a. Award-Winning Children's Literature - Examples of outstanding children's literature will be acquired for the "School Library" Collection. The following is a list of awards which will be acquired for the EMC as they are announced:

1. Boston Globe - Horn Book Awards

2. Randolph Caldecott Medal (Honor books will also be acquired)

3. Lewis Carroll Shelf Awards

4. Council on Inter-racial Books for Children Award

5. National Book Awards, Children's Book Category

6. John Newbery Medal (Honor books will also be acquired)

7. New York Times Choice of Best Illustrated Children's Books of the Year

b. Titles in addition to those works receiving awards will be acquired based upon faculty recommendation and favorable reviews in standard reviewing sources in accordance with the principles listed in Item IV.

c. Multi-Media Learning Resources.

1. Filmstrips, audio cassettes, kits, microfiche, puzzles, games, etc., which meet the criteria outlined in Item VII-C-1 will be acquired.

2. These materials will be selected based upon the principles identified in Item IV.

D. Vertical File and Poster File

1. Scope

a. Materials acquired for the E.M.C. Vertical or Poster Files will support the needs of the curriculum development courses at the University of Wisconsin-Stout.

b. Materials will be acquired which will be suitable for use by students at the Pre-Kindergarten through 12 levels of instruction.

c. Materials will be acquired from Government, business, industry, or professional groups.

d. Materials acquired for these E.M.C. Collections are available free or inexpensively from the sources cited above.

2. Types of Vertical File and Poster File Materials

a. These files are primarily composed of, but not limited to, the following types of materials:

1. Pamphlets or booklets

2. Charts

3. Posters

E. Juvenile Periodicals

1. Scope

a. Samples of juvenile periodicals will be acquired for the E.M.C. which support children's literature and curriculum development courses at the University of Wisconsin-Stout.

b. Juvenile periodicals will be acquired according the the principles identified in Item IV.

2. Types of Juvenile Periodicals

a. Examples of juvenile periodicals which will be acquired for the E.M.C. are:

1. Sesame Street

2. Ebony Junior

3. Co Ed

4. National Geographic World

5. Cricket

F. Trade Periodicals

1. Scope

a. Samples of trade periodicals will be acquired for the E.M.C. which will support Stout's curriculum development courses.

b. Trade periodicals will be acquired from industry and business free or inexpensively.

2. Types of Trade Periodicals

a. Trade periodicals will be acquired which reflect a particular industry's research and development efforts, employee activities, or American industry activities in general. Examples of such publications are:

1. Wisconsin Telephone Trend

2. Kohler Marketing News

3. EXXON USA

4. Hewlett-Packard Journal

5. Hi Campbell

6. Johnson Wax News

MEDIA SELECTION POLICY: REFERENCE

MEDIA SELECTION POLICY: REFERENCE

I. Objectives of the Reference Collection Policy

A. To establish guidelines, as concrete and definite as possible, for both the subject scope of the reference collection and the materials included in it.

B. To set procedures for acquiring new materials and for weeding the collection which will ensure the development and maintenance of a complete, current and convenient reference collection.

II. Subject Scope of the Collection

A. The Reference Collection provides basic and in-depth information sources in the mission areas of this university. The collection also provides selective coverage of subjects of current interest not directly within these academic disciplines.

B. In addition, the Collection provides reference information not directly related to mission areas not to current interest but which is basic to general reference. Examples of this group of information sources may be found in The Enoch Pratt Free Library's Reference books: a brief guide.

III. Size of the Reference Collection

The Reference collection has no absolute limit on size. However, prevailing demand, fiscal restraint, changes in the curriculum, and student enrollment in various disciplines serve as guidelines to the relative growth rates of subject areas within the collection.

IV. Types of Materials Included in the Collection

A. Almanacs and yearbooks. Reference collects current editions of major publications for the United States and Canada.

B. Annual Reviews. The collection includes those for major mission disciplines.

C. Bibliographies. Those with narrow subject scope, such as single author bibliographies, are normally kept in the stacks. More general bibliographies on broad topics are included in the reference collection. Exceptions are made for topics in great demand or of considerable current interest. Reference collects the national bibliographies of the United States. For trade bibliographies, the policy is as follows:

1. The entire collections of Cumulative Book Index and the American Book Publishing Record are kept in Reference.

2. The current year of Books in Print and other PTLA components are considered reference materials.

D. Biography. Reference collects comprehensive national and international biography, including both retrospective and current biography.

E. Concordances. Only concordances for very important authors and works are included in the reference collection: others are housed in the stacks. (Examples of works collected are concordances for Shakespeare and the Bible.)

F. Dictionaries. Reference provides unilingual, bilingual, and polyglot dictionaries in major languages. The section also provides specialized dictionaries (for example, covering slang, idiomatic expressions, and historical aspects of language) for English. Dictionaries with very limited use are not retained on reference.

G. Directories. The reference collection includes the current edition of major directories in all fields within the mission statement and may contain certain retrospective editions of directories based on demonstrated use.

H. Encyclopedias. The reference collection includes all the major general encyclopedias, both single volume and multivolume. The reference section will attempt to acquire revised editions of American People's Encyclopedia, World Book, Encyclopedia Britannica, Encyclopedia Americana, and Collier's Encyclopedia, one per year, on a rotating basis, as funds permit. In addition to the general encyclopedias, Reference collects authoritative encyclopedias in specialized subject areas to support research in mission-related programs.

I. Geographical Sources. Reference provides authoritative atlases, maps, and gazetteers covering all areas of the world.

J. Handbooks. Reference attempts to collect current and authoritative handbooks in all mission-related fields.

K. Indexes and Abstracts. Because of fiscal commitments necessary for the purchase of an index and/or an abstract and because of the

commitment to provide the materials to be indexed or abstracted, the acquisition of an index or abstract should be closely related to existing periodical holdings and the selection levels of the M.R.S. "Media Selection Policy". The Reference Collection will also provide basic indexes to satisfy the general information seeking needs of the university.

L. Legal Materials. Reference materials -- legal encyclopedias, dictionaries, digests, citators, etc. -- are kept in Reference.

M. Library Catalogs. Reference acquires catalogs for important collections of major libraries, emphasizing subject fields not well controlled by indexes and bibliographies.

N. Plot Summaries. The collection provides major, comprehensive collections of plot summaries.

O. Sacred Books. Reference maintains a small collection of major translations of the Bible in English, as well as English translations of sacred works significant to major world religions.

P. Standards. Because of the technical nature of the University mission certain standards are a part of the reference collection. These standards must closely relate to the current fields of study, preferably in those areas offering a graduate degree, or having a (1) one assigned in the Media Selection Policy. The frequency for up-dating each will be determined at the time of purchase.

Q. Statistics. Basic on-going statistical summary information in both general and mission-related fields will be provided by Reference. Works available in Reference through such services as ASI (American Statistics Index) should generally not be duplicated as unique purchases.

R. Style Manuals. The reference collection includes major mission-related style manuals.

S. Telephone Books. Reference has current telephone directories for U.S. cities and many Wisconsin cities and towns.

T. Theses. The collection provides bibliographic information about academic theses and dissertations through Dissertation Abstracts International and other sources, including some in specific mission-related subject areas.

V. Acquisition of New Reference Materials

A. A Reference Collection Committee has the primary responsibility for pursuing a systematic and continous collection development program for Reference. The continuing members of this committee shall be the Collection Development Librarian and the Head of Reference. All other members of the library professional staff

are encouraged to provide input to this committee as their interest and time permit.

B. The following principles, not in order of importance, serve as guidelines for acquisition:

1. Judged usefulness of the publication, considering the existing collection.

2. Strengths and weaknesses of the existing collection related to current needs of the university.

3. Favorable reviews or inclusion in basic reference collection guides.

4. Reputation of the author.

5. Currency of the topic.

6. Date of publication.

7. Price of the publication.

8. Language of the publication.

C. Procedures. See Appendix A.

D. The budget year extends from July 1 to June 30. Material is ordered in monthly batches and is encumbered accordingly. This timetable should guide the committee in acquiring appropriate material equitably, yet flexibly.

VI. Reference Collection Evaluation

A. Periodic evaluation of the works already in the collection is as important as acquisition of new materials, since it is a working collection of important, frequently consulted publications. Careful, regular, and systematic weeding removes older, less desirable works from the collection.

B. Reference service librarians* follow the same principles and guidelines in evaluation as in acquisition of new materials. Since each discipline covered by the reference collection requires different types of materials, it is impossible to establish absolute standards to be followed in evaluation. For some disciplines the reference collection should provide current material only; for others it must also provide retrospective and historical works. However, some general criteria which should be considered are:

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* "Reference service librarians" is used throughout to describe those librarians scheduled at the Reference Desk. Duties and responsibilities described herein shall not be assigned by the Head of Reference without consultation and agreement with the appropriate supervisor.

1. Significance of publication.

2. Age and currency of the publication.

3. Availability of later editions.

4. Physical condition of the publication.

5. Duplication of the contents in more recent works.

6. Language of the publication.

C. The reference collection is evaluated in two important ways: automatic weeding of older editions of a work and periodic evaluation by librarians.

1. Older volumes of many publications, particularly continuations such as directories and yearbooks, are automatically removed from the reference collection according to decisions made at the time of purchase. All Reference titles received on standing order will be reviewed annually.

2. The remainder of the reference collection is also evaluated systematically each year.

D. Procedures. See Appendix R.

VII. Inventory of the Reference Collection

A periodic inventory of the reference collection is done regularly. The Reference Collection Committee is responsible for determining the necessary replacements for missing volumes.

CHECKLIST OF CRITERIA FOR ACQUISITION OF NEW MATERIALS

1. What are the strengths and weaknesses of the existing reference collection in the subject area in question?
2. Is this topic an important one in the university curriculum?
3. Is this topic a current or popular one? Is it likely to be a passing fad or to be of continued importance?
4. Is this topic likely to be important in the future?
5. Has the work received favorable reviews?
6. Is the work included in one or more basic reference collection guides?
7. What are the author's qualifications and reputation?
8. What is the date of publication? (In general order works with recent publication dates if possible. Exceptions are made if the publication is a standard reference work in its subject or if the older material is of current value to the collection.)
9. How much does the publication cost? (Titles costing more than $50 are screened carefully. When a very expensive title is under consideration the Reference Collection Committee consults other area libraries to determine whether or not they intend to purchase the title.)
10. Does the work duplicate material in titles already in the collection?
11. What is the language of the publication? (Works in English will be purchased in preference to those in other languages.)

CHECKLIST OF WEEDING CRITERIA

1. How important is this publication?
   a. Is it included in a general guide to reference works, such as Walford or Winchell?
   b. Is it listed in a subject bibliography, produced either here or elsewhere.
   c. How is it rated by faculty members and/or subject specialists?
2. How comprehensive is this publication? Are its scope and depth such that it belongs in the reference collection?

3. Is the discipline one which requires a large group of reference works? If not, is this work truly essential, or is it a marginal one which could be sent to the general collection or be discarded?

4. What is the language of the publication? If it is not English, will its use be very light?

5. How frequently is this publication likely to be used in the future?

6. Is there a later edition which supersedes this publication? If so, what is the appropriate disposition for this and older editions?

7. How old is the publication? If it is an older work, is the subject matter such that current information is required by the vast majority of patrons?

8. Is the work a continuation? If so, should some or all of the older volumes be sent to the stacks?

9. Is the material in this work largely or entirely duplicated in other reference works? If so, does demand justify the duplication?

10. Are there multiple copies of this title in the reference area? If so, are they justified by heavy demand on the publication?

11. Is the book badly worn, defaced, or otherwise in poor condition? If so, can it (or should it) be replaced?

12. Is the work principally a bibliography? If so, is its scope so narrow that it should go into the main collection? (e.g., single-author bibliographies; highly specialized, technical or scientific lists.) Is it inappropriate for any collection?

13. Is the work (entry) complete? If not, should (can) the gaps be filled?

14. Do existing Reference works cover current reference needs? Are there gaps in the information available that should be filled if possible?

Based upon a similar policy at San Diego State University as outlined in Coleman & Dickinson, "Drafting a reference collection policy," CRL (My 1977), 227-33.

APPENDIX R

Acquisitions Procedures.

A. Reference service librarians search relevant professional literature to ensure that important reference works within the University mission and the demonstrated needs of Reference are in the collection. This literature searching consists primarily of:

1. Scanning review sections of these journals regularly:

   Booklist

   Choice

   College & Research Libraries

   Journal of Academic Librarianship

   Library Journal

   RQ

   RSR: Reference Services Review

   Wilson Library Bulletin

2. Examining publishers' leaflets and catalogs.

3. Reviewing annual lists of reference books, such as American Reference Books Annual.

4. Comparing Winchell/Sheehy's Guide to Reference Books, Walford's Guide to Reference Material and other authoritative reference bibliographies with the library's holdings. The reference librarians will review holding to evaluate the need in the reference collection for titles not owned.

B. Reference service librarians are responsible for checking approval form slips and reviews for titles to be ordered for the reference collection.

C. The Reference Collection Committee follows these procedures in ordering new materials.

   The committee maintains a desiderata file of order cards and brochures on newly published material received from university and library staff members. The continuing committee members meet twice a month to review the file and identify material to order; all reference service faculty are invited to attend as participating members. A list of the titles or categories to be considered for acquisition shall be circulated to reference service faculty prior to each meeting; each faculty member may review the file if interest and time permit and indicate his/her recommendations. Order cards for recommended publications are sent to the order desk for

processing; order cards for titles rejected by the Reference Collection Committee are returned to the recommending party with reasons for the rejection.

APPENDIX R

Collection Evaluation Procedures

A. Collection evaluation is carried out in this way:

1. The Head of Reference is responsible for assigning subject areas to reference service librarians. The Head of Reference will revise the weeding assignments if necessary each year.

2. Collection evaluation activity is staggered throughout the year to minimize work-flow problems for the support staff in Reference, Collection Development, Cataloging and Processing Services.

3. Material to be evaluated for withdrawl from the Reference Collection is taken to the Reference Office. A slip is placed in each title on which to record the opinions of all librarian. Library faculty members are notified that the material is available for review.

4. The continuing members of the Reference Collection Committee will make a final determination on each title.

5. The support staff in the Reference area maintains a progress record of weeding and collection evaluation activity and prepares a summary each year.

VERTICAL FILE GUIDELINES

VERTICAL FILE GUIDELINES

The following guidelines were developed by a staff committee over the last three months, and distributed for review and comment to the library staff. We suggest that they now be used for 12 months, then evaluated for needed modification.

GUIDELINES FOR INCLUSION

A. Format considerations:

1. Pamphlets or short booklets providing general information, suitable for the layperson, usually on a single, discrete topic.

   Examples: Promotional material containing facts and information not limited to a specific (brand name) product.

   "How to" information

   Consumer information

   Popular law summaries and explanations

   Career information

2. Annual reports of companies and foundations

3. Short, timely, non-comprehensive bibliographies

B. Subject matter, level consideration
   Same as for main collection

C. Currency
   Date less important than usefulness of information

GUIDELINES FOR EXCLUSION

A. Format considerations:

1. Periodical issues and reprints (unless specifically requested and original is not owned.)

2. Catalogs

   Examples: Equipment

   Supply

   College, Technical School

   Publisher, AV

3. Law reprints

4. Pamphlets that are principally advertising

B. Subject matter consideration
   No exclusions based on subject matter.

C. Level

   Juvenile, pre-college material

COLLECTION REVIEW GUIDELINES

UNIVERSITY OF WISCONSIN-STOUT

MEDIA RETRIEVAL SERVICES

PIERCE LIBRARY

AN EVALUATION WEEDING AND REPLACEMENT PROGRAM

Preliminary Statement

An institution that serves a specialized research program which is in harmony with the variety and comprehensiveness of the subject specialists it caters to, must keep in mind that weeding to whatever extent, will be both expensive and controversial.

The permanent collection shall be defined as that part of the total library holdings which remains in the central research collection as active and serviceable.

Philosophy of Program

Weeding and replacement shall be based on the University of Wisconsin-Stout's mission and overall objectives of the Pierce Library. Both immediate and long-range purposes of the resource collection will be a continuing primary consideration. Both weeding and replacement shall be deemed as part of the same process; that of keeping the collection alive. If a document is dead, but the subject alive, new material must be found to meet current needs. This is replacement. Weeding shall be termed as quality control of the collection's usefulness, consisting of both withdrawal and storage as policy dictates.

Administration of Program

The program will be administered by a senior professional with a general knowledge of bibliography. Appointed by the Collection Development Librarian, he/she will be a person who is experienced and thoroughly familiar with library objectives and policy. Support staff, as is necessary, will assist in actuating principles whenever possible. Advice will be drawn from subject specialists whenever necessary. A time will be set aside for review of documents where a decision is not easily discernible. Faculty will be invited to give their opinions and, in cases where no agreement can be reached, the Coordinator of Technical Services shall decide. The Coordinator's decision will be based on a superior perspective of library objectives and the University of Wisconsin-Stout's mission.

PRINCIPLES OF PROGRAM

Three factors are considered in evaluating a title: content, past and projected use, and physical/technical condition. The principles outlined in the next pages should be regarded as being flexible guidelines to be used in conjunction with perceptive judgment.

BOOKS AND AUDIO-VISUAL SOFTWARE
(Candidates for storage on 24-hour claim)

Any book or media item over 50 years old that shows little evidence of use, especially those in areas of remote institutional interest. (Note: Fifty years is not sacred, and can be adjusted to any date where relevancy is lost.)

Early printings of classics dated by print, binding, illustration, etc., not of "rare" value.

Out-of-date materials which no longer conform to prevailing ideas of presentation, i.e., courses of study, travel books, films, audio tapes, etc.

Any general works of science which are not of classic rank and have been effectively superseded.

All textbooks of economics, education, sciences, and useful arts, except mathematics and occult sciences which are ten years old.

Obsolescent anthologies, ephemeral fiction, and outmoded translations not of determined research interest.

Personal narratives and biography of obscure person, e.g., war commentaries, evangelistic literature.

All non-current college publications, i.e., superseded yearbooks, trade catalogues, old legal reference material (except codes), old political campaign literature, propaganda, and older subject matter reference books that contain no unique subject content.

Non-Stout dissertations and theses with little evidence of use, especially outside institutional research areas.

BOOKS & AUDIO VISUAL SOFTWARE
(Candidates for Discard)

At least one copy of each edition of every book and A-V media in the collection that is directly related to the subject fields emphasized shall be retained. Additional copies shall be discarded as demand allows.

Reprints of titles where original is a part of collection and in good condition.

Worn or frail titles that serve no unique purpose, in too poor a condition to remain in collection.

Books that are in unusual languages that are available in libraries having particular responsibilities, i.e., Farmington Plan and P.L. 480 area assignments.

Copies of slides that have been transformed into other formats such as microfiche.

SERIALS
(Candidates for Discard)

Serial runs that are duplicated in microfiche.

Volumes of statistical series that contain essentially the same information (keep only latest edition).

Municipal reports and documents covering areas located outside region.

REPLACEMENT

Worn out copies with heavy and recent circulation statistics that still serve a unique purpose.

A-V prints that are damaged or have missing segments.

Titles in subject areas that have been superseded, such as economics, child care, pure sciences, etc.

Books with obsolete format, old standards of bookmaking which are unattractive and contain out-of-date illustrations, graphs, charts, etc.

SUMMARY

The mechanics of weeding and replacement depend on two main factors: (1) Identification of items to be considered and (2) Securing the best judgment as to disposal. Automated procedures and statistical data from circulationcan assist in the first, that of identification. The second factor, judgment, remains for the most part subjective. In this program, automated data will be utilized to the extent that the shelflist, as a beginning point, can provide. Punched-card and other machine-readable equipment will be employed to assist in identification of items for weeding and replacement. Some examples of the system's facility are:

1. Duplicates and materials that have definite and frequent use will be systematically considered for weeding and replacement by using publication date as a sorting factor.

2. Provision for material considered a permanent part of the collection will be done by assigning a specified code.

3. Lists of incomplete serials can be produced periodically for consideration of storage.

EQUIPMENT CATALOG FILE

EQUIPMENT CATALOG FILE

The following guidelines were developed by a staff committee over the last three months and distributed for review and comment to library staff, Hotel & Restaurant and Industrial Education classroom teachers. We suggest that they now be used for 12 months, then evaluated for needed modification.

PURPOSE: To provide current specifications, and where possible, prices for specified equipment categories in response to recurring assignments.

SCOPE:

1. The file may include equipment and supply catalogs characterized by one or both of the following:

   a. Must be related to a major Stout program; e.g., Industrial Education, Hotel & Restaurant.

   b. Must be recommended and used by a specific instructor or department.

2. Catalogs in this file will be kept no longer than 3 years.

LOCATION: Pierce Library, 1st floor, Reference Area

AREA RESEARCH CENTER

COLLECTION DEVELOPMENT: AREA RESEARCH CENTER (ARC)

The UW-Stout Area Research Center is the result of a contractual agreement of the University of Wisconsin-Stout and the State Historical Society of Wisconsin. The ARC has a threefold purpose to collect, preserve, and encourage use of historical materials. The ARC Collection Development Policy is meant to articulate specific criteria and the scope of this special collection. The ARC Collection Development Policy will be reviewed biennially.

COLLECTION DEVELOPMENT POLICY: AREA RESEARCH CENTER

I. Objectives of the ARC Collection Development Policy.

A. To establish the subject scope of the Area Research Center collection.

B. To establish collection guidelines for the types of materials housed in the Area Research Center.

II. Subject Scope of the Area Research Center Collection.

A. A primary goal of the ARC is to acquire strong collections which document regional life and development for the two counties assigned by the State Historical Society of Wisconsin and to sustain significant research projects based upon this documentation.

B. A primary goal of the ARC is the continued collection and retention of historical evidence of the University of Wisconsin-Stout as a provider of higher education since its founding.

C. A secondary goal of the ARC is to collect supportive material to provide sources of information in the areas of genealogy, local history, Wisconsin history, historic sites, and the University of Wisconsin System as it relates to UW-Stout.

D. A secondary goal of the ARC is to collect archival, historical, scarce, or other materials in need of special handling which relate to Stout's primary curricular emphasis.

III. Area Research Center Materials.

A. A variety of materials are housed in the Area Research Center. These materials are organized into several collections consisting of: 1) ARC Manuscripts, 2) ARC County Archives, 3) ARC University Archives, 4) ARC Photos, 5) ARC Maps, 6) ARC Serial, 7) ARC Oral History, and 8) ARC Collection.

B. Materials that require more than ordinary security because of archival or historical value; preservation copies; or basic locator or aid tools which provide direct access to materials already in the ARC or in other historical collections; will become part of the ARC collection. (See Page 9; M.R.S. Collection Development Policy.)

IV. Acquisition of ARC Materials

A. The archivist has the primary responsibility for ARC collection development.

B. The Archivist encourages involvement of the State Historical Society of Wisconsin, M.R.S. library staff, the Stout community, the regional community, and ARC patrons in ARC collection development.

C. ARC materials are normally acquired in the following manner:

1. Donation - Donation of materials is both an active process of soliciting for particular materials and a passive process of accepting materials which are brought into the Area Research Center. It is the ARC's policy to encourage donation of materials so long as the materials are useful to the university and community within the ordinary purposes of the Area Research Center. Gifts of materials with mixed historical values may be accepted as long as the Archivist has the right to discard or otherwise remove unwanted items. Further, the Archivist must retain the right to "break up" a donated collection into appropriate categories, in accordance with established library and archival procedures.

   Donations which carry stringent donor restrictions should not be accepted. The Archivist will determine that the donor has, in fact, the right to make the donation, and that the donation is not encumbered by ethical and legal problems. The Director of the Development and Alumni Services at the University of Wisconsin-Stout should be notified when significant gifts are presented, so that appropriate publicity may be arranged. All donations must be represented on a legal donor form which includes a description of the materials; the name, address, and signature of the donor; the date of donation; a description of any restrictions attached to the donation; and the signature of the ARC representative accepting the donation. (See Appendix A for examples of donor forms.)

2. Transfer of Custody - Custodial transfer is the means by which most university and county records are acquired by the Area Research Center. Custodial transfer applies only to public records and means that legal custody is transferred from one agency or office to another. Wisconsin Statutes 16.61, 19.21 19.23, and 44.09 cover custodial transfer of local governmental records to the State Historical Society for permanent deposit in the appropriate Area Research Center and of university records to the official university archival depository.

3. Deposit - Materials on deposit in the Area Research Center must be covered in a contractual agreement between the University or the ARC and the depositing agency. The State Historical Society of Wisconsin has permanently deposited ARC Manuscripts and ARC County Archives collections in the Area Research Center. Other collections may also be deposited in the Area Research Center if a contractual agreement has been established and approved by the archivist and/or Director of M.R.S. Pierce Library. Any such collection must be useful to the university and community within the ARC collection guidelines. The Area Research Center will not accept contractual deposit of historical manuscript materials relating to Barron and Dunn Counties if these materials do not become the property of the State Historical Society of Wisconsin.

4. Purchase - Purchase of manuscript and archival materials is discouraged. If a significant collection becomes available only through purchase, such an acquisition must be considered on its own merits. It must be noted that purchase of such materials tends to discourage donations by other potential donors. If more than one institution is involved in bidding for materials, the needs of patrons may be subverted. For these reasons, purchase of materials is generally limited to commercially published materials.

V. Emphasis and Direction in Collection.

The Area Research Center collects materials both in response to patron demonstrated need and the Archivist's determination of collection emphasis. There should be attention given to the needs of patrons as can be demonstrated in daily activities. Weaknesses in the collection can be addressed through purchase and donation, in many cases. The trends in the university's curriculum influence the ARC less than other departments, but a special archival collection category can be useful to many academic areas.

In the area of local and regional history, the Area Research Center seeks to acquire and preserve suitable materials before need is evident. This is justified on the basis of unique information in certain categories of records. Further, the ARC consistently acquires current records so that future research may be served. The contemporary scene becomes historical. Research, donation, and good will are all served by a facility that encourages and appreciates its patrons. A community that comes to the ARC for assistance will also know where to deposit its records. So long as this facility is seen as a community resource, its usage and acquisitions will be self-sustaining.

VI. Historic Appraisal of Manuscripts and Archives.

Historic appraisal is the basis for selecting records and papers which are to be retained in the Area Research Center. The Society of American Archivists' Committee on Terminology has defined historic appraisal as "the process of determining the value and thus the disposition of records based upon their current administrative, legal, and fiscal use; their evidential and informational or research value; their arrangement; and their relationship to other records."

Historic appraisal depends largely upon the professional skill and knowledge of the Archivist and is a process of weighing the factors described in Appendix B in relation to each other to arrive at a disposition decision.

VII. Duplication of Materials.

Under extenuating circumstances, materials may be housed in both M.R.S. and ARC collection. Any duplication may be continuously monitored and may occur only under the following circumstances:

1) The item serves as a preservation copy due to its scarcity and/or physical condition;

2) Or the item is part of a limited number of resources serving a "ready reference" function in the ARC.

The decision to duplicate an item in M.R.S. and ARC collections, will be

made jointly by the M.R.S. Collection Development Librarian and the Archivist.

VIII. Growth of the Collection.

The Area Research Center exists to collect, preserve and encourage use of historical materials as outlined in the ARC Collection Development Policy. Due to the priority given to collection and preservation of historical materials, most action regarding limiting collection growth occurs at the time material is offered and/oracquired by the ARC.

Careful historic appraisal (See Section VI, and Appendix B) of materials is of primary importance in eliminating unwanted materials and unnecessary growth. Materials which are accepted into the ARC will undergo careful historic appraisal as a group. Preliminary and subsequent weeding of a record or manuscript group occurs as the materials are being processed. Processing involves arrangement, weeding, foldering, labelling, boxing, and providing cursory and in-depth finding aids to individual record or manuscript groups. Record or manuscript groups which are being processed will undergo careful historic appraisal item by item.

If historic appraisal has been carefully undertaken initially, the occurrence of fully processed materials being permanently removed or weeded from the ARC collection should be rare. However, the factors which make up a historic appraisal decision are not fixed in time and subsequent historic appraisal may be necessary.

Limits to growth of fully processed materials may also be accomplished through other means including compact or remote storage and/or miniaturization.

IX. Area Research Center Collections.

A. ARC Manuscript Collection

1. Scope

By contractual agreement with the State Historical Society of Wisconsin, the Area Research Center will collect manuscript materials relating to the two-county area of Barron and Dunn Counties. Manuscript material may be defined as recorded information which has been created in the day-to-day activities of individuals, businesses, organizations, and groups.

2. Types of ARC Manuscripts (This list serves as an example of possible items.)

a. Church Records
b. Cemetery Records
c. Genealogies
d. Business Records
e. Reminiscences
f. Scrapbooks
g. Speeches
h. Correspondence
i. Financial Records
j. Diaries
k. Minutes of Meetings
l. Histories and Papers
m. Farm Records
n. Organization's Records
o. Family Records
p. Memoirs

3. Ownership.

The State Historical Society of Wisconsin holds title to the ARC Manuscript collection and by contractual agreement deposits the material permanently in the Area Research Center. These materials are cataloged, processed, and boxed at the State Historical Society and then sent for permanent deposit in the Area Research Center. The catalog data is sent to the ARC and this information is also kept at the Society in Madison for a union catalog of statewide resources. The agreement with the State Historical Society also provides for the loan of these materials to other ARC's and to the Society in Madison upon the request of a patron.

B. ARC County Archives.

1. Scope.

By contractual agreement with the State Historical Society of Wisconsin, the Area Research Center serves as the regional depository of local governmental records of Barron and Dunn Counties. Noncurrent local public records of historical value may be transferred to the State Historical Society, for permanent deposit in the ARC, according to the provisions of Wisconsin Statutes 16.61, 19.21, 19.23, and 44.09. Records created or received during the conduct of business of any county office, township, city or village, and school district in Barron and Dunn Counties constitute public records and as such would fall under the scope of this collection.

2. Types of ARC County Archives. (This list serves as an example of possible items.)

a. School Attendance Records
b. Minutes and Financial Records of School Districts
c. Court Case Files
d. Naturalization Records
e. Court Records
f. Proceedings of the County Board of Supervisors and of City Councils
g. Tax Records
h. Minutes and Financial Records of Townships
i. Township Assessors' Field Books
j. Probate Records

3. Ownership.

The State Historical holds title to the Barron and Dunn County Archives and by contractual agreement, deposits the material for permanent preservation in the Area Research Center. These materials are cataloged, processed, and boxed at the Society in Madison and then returned to be permanently housed at the ARC. Catalog data is provided to the ARC by the Society and the Society also keeps this information in Madison for a union catalog of statewide resources. The agreement with the State Historical Society also provides for temporary transfer of this material to other ARC's and to the Society in Madison upon the request of a patron.

C. ARC University Archives.

1. Scope.

In accordance with Wisconsin Statute 16.61, the Chancellor of the University of Wisconsin-Stout has requested that the Public Records Board establish the UW-Stout Area Research Center as the official repository for the non-current original records and reproductions of historical value for the University of Wisconsin-Stout.

2. Types of University Archival Materials.

a. Records of the office of the chief administrator, including correspondence, administrative subject files, and reports.

b. Correspondence, subject files, and reports of the chief academic affairs officer.

c. Correspondence, subject files, and reports of the chief administrative officer.

d. Correspondence, subject files, and reports of the chief officers of units of the university operating with a high degree of independence such as schools and units offering services.

e. Correspondence, subject files, and reports of the office of the chief student affairs officer.

f. Minutes, memoranda, and reports of all major academic and administrative committees, including the faculty senate and its committees.

g. Accreditation reports and supporting documentation.

h. Annual budget and audit reports.

i. Departmental records including minutes, reports, syllabi, and sample test questions.

j. Personnel records of retired, resigned, or deceased faculty and academic staff.

k. Records of the registrar including timetables and class schedules, non-current student transcripts, enrollment reports, graduation rosters, and other reports issued on a regular basis.

l. Alumni records including the minutes, correspondence, and reports of the alumni association.

m. Reports of the admissions office, the office of institutional research, the office of campus development, and the athletics office.

n. Records of student organizations.

o. All publications, newsletters, or booklets distributed in the name of the university; including yearbooks, catalogs, special bulletins, student newspapers, university directories and faculty/staff rosters, faculty and university newsletters, alumni magazines,

and ephemeral materials.

p. Audiovisual materials documenting the development of the institution such as motion picture films.

q. Maps, plot plans, and blueprints documenting physical growth and development.

r. Reports of research projects, including grant records.

s. Personal papers of faculty and alumni.

t. Records of national professional associations relating to the university's primary mission areas.

3. Ownership.

The University of Wisconsin-Stout shall hold title to its non-current records of historical value. These records will be acquired through custodial transfer from various offices and units to the Area Research Center. Records of the alumni association, and individual faculty and alumni will be acquired through donation. Records of national professional associations may be acquired through depository agreement. These materials are cataloged, processed, and boxed at the Area Research Center. An agreement with the University of Wisconsin System Archives Council and the State Historical Society of Wisconsin provides for temporary transfer of these materials to any member of the University of Wisconsin System Archives Council upon the request of a patron and the permission of the UW-Stout Archivist.

D. ARC Photos.

1. Scope.

Still photographs, negatives, and prints relating to UW-Stout, Dunn and Barron counties, and of general subject nature comprise the photograph collection.

2. Ownership.

Materials in the photograph collection may be acquired through custodial transfer, deposit, purchase, or donation. In general, the Area Research Center, UW-Stout will hold title to the material, but this varies with the legal agreement and whether the donor has title to the material. The photograph collection is described and processed at the Area Research Center. This material is not subject to transfer and must be either used in the Center or a copy print requested at the requestor's expense.

E. ARC Maps.

1. Scope.

Maps relating to UW-Stout, and maps and plat books relating to Barron and Dunn Counties and Wisconsin comprise the map and plat book collection. Both non-current and current materials will be acquired for this collection since current materials quickly become historical and collection and acquisition is easier when materials are readily available.

2. Ownership.

Materials in the ARC Maps collection are the property of the Area Research Center, UW-Stout. Requests for temporary transfer of this material will be handled on a case-by-case basis and will generally be limited to the State Historical Society and other ARC's.

F. ARC Serial.

1. Scope.

The periodical and newspaper collection will be limited to the areas of genealogy; Barron and Dunn County and Wisconsin organizations dealing with genealogy, Wisconsin history; and serials specifically within the Dunn and Barron County area both currently and retrospectively.

2. Types of ARC Serials. (This list serves as an example of possible items.)

a. Colfax Messenger
b. Barron County News-Shield
c. Rice Lake Chronotype
d. Newsletter of the National Register of Historic Places in Wisconsin
e. Exchange (Wisconsin Council for Local History)
f. Newsletter of the Wisconsin State Genealogical Society
g. Inscriptions (Wisconsin State Old Cemetery Society)
h. History News (American Association for State and Local History)
i. Boyceville Press-Reporter
j. Columns (Newsletter of the State Historical Society of Wisconsin)
k. Wisconsin Mapping Bulletin
l. Cumberland Advocate
m. Turtle Lake Times
n. Chetek Alert

3. Ownership.

Materials in the ARC Serial collection are the property of the Area Research Center, UW-Stout. These materials are not available for transfer normally, but photocopies of articles may be requested by another library from M.R.S. Interlibrary Loan Service.

G. ARC Oral History Collection.

1. Scope.

Oral histories collected under the auspices of the Stout Oral History Program, oral histories of residents of Barron and Dunn Counties, oral histories collected relating to Stout's primary subject missions, and recordings of speakers or events occurring at UW-Stout, Barron and Dunn Counties are part of the ARC Oral History collection.

As specified in the program statement of the Stout Oral History Program, a circulating copy of all non-restricted recordings collected under the auspices of the Stout Oral History Program will be placed in the main M.R.S. collection.

2. Ownership.

Materials in the oral history collection may be acquired through custodial transfer, deposit, or donation. In general, the Area Research Center, UW-Stout will hold title to the material, but this varies with the legal agreement and whether the donor actually has title to the material. The oral history collection is described and processed at the Area Research Center. User copies of the oral history collection are subject to ARC network transfer upon the request of a researcher.

H. ARC Collection.

1. Scope.

This collection consists of books, pamphlets, and microform materials which require more than ordinary security because of historical value, which serve as preservation copies, or basic locator or aid tools which provide access to materials already in the ARC collections or other historical collections. Both current and retrospective materials will be acquired for this collection.

The collection includes but is not limited to the following subject areas:

a. Genealogy
b. Wisconsin
c. Parts of Wisconsin (especially Barron and Dunn Counties)
d. University of Wisconsin-Stout
e. History and Historical Methods
f. Historic Sites and Museums
g. Archival and Manuscript Respositories
h. Stout's Primary Mission Areas

2. Types of ARC Collection Materials (This list serves as an example of possibile items.)

a. Historical city and county telephone directories of cities and localities in Barron and Dunn Counties.

b. Microfilmed original manuscripts of the U.S. and Wisconsin State

Census individual-by-individual list of people by locality.

c. Regional, county, and locality histories and biographies.

d. Genealogies of families prevalent in the Barron and Dunn County area.

e. Historical Wisconsin Blue Books. (Cooperatively held between ARC and M.R.S.) An appropriate cut-off date established what books will be in the M.R.S. collection before transfer to the ARC. The cut-off date will be mutually agreed upon by the Archivist, Collection Development Librarian, and the Coordinator of Public Services.)

f. Historical Wisconsin Statutes and Laws of Wisconsin. (Cooperatively held between ARC and M.R.S. An appropriate cut-off date establishes what books will be in the M.R.S. collection before transfer to the ARC. The cut-off date will be mutually agreed upon by the Archivist, Collection Development Librarian, and the Coordinator of Public Services.)

g. Historical Wisconsin Legislature Bulletins.

3. Ownership.

Materials in the ARC collection are the property of the Area Research Center, UW-Stout. Normally, these materials are not available for transfer, but requests for transfer will be handled on a case-by-case basis.

I. Relevant Policies and Statements.

The following list of materials make further statements about the Area Research Center and may be consulted for further reference. This document supercedes all statements in the following documents relating to collection development in the Area Research Center, however.

1. University of Wisconsin-Stout. Area Research Center. Archives and Records Management Manual, 1980.

2. University of Wisconsin-Stout. Area Research Center. "Program Statement, UW-Stout Oral History Program," 1980.

3. (Area Research Center Agreement between the University and State Historical Society), 1971.

4. Addendum to Area Research Center Agreement), 1980.

5. University of Wisconsin System. Archives Council. Core Mission and Minimum Standards for University Archives in the University of Wisconsin System, 1977.

AREA RESEARCH CENTER APPENDIX A

STATE HISTORICAL SOCIETY OF WISCONSIN

The State Historical Society of Wisconsin has received from:

_____
(Name)

of: _____
(address)

the following manuscript collection/library materials:

_____
(Description)

_____

_____

_____

_____ _____
(Date) (State Historical Society Representative)

I give this collection/material to the State Historical Society of Wisconsin as an unrestricted gift and relinquish any literary rights which I may possess to the contents, unless limiting conditions are specifically stated as follows herein:

_____

_____

_____

_____

_____ _____
(Date) (Signature of Donor)

UNIVERSITY OF WISCONSIN-STOUT AREA RESEARCH CENTER

The UW-Stout Area Research Center has received from:

_____
(Name)

of: _____
(Address)

the following collection:

_____

_____

_____

_____

_____

_____ _____
(Date) (UW-Stout ARC Representative)

I give this collection to the University of Wisconsin-Stout Area Research Center as an unrestricted gift and relinquish any literary rights which I may possess to the contents, unless limiting conditions are specifically stated as follows herein:

_____

_____

_____

_____

_____ _____
(Date) (Signature of Donor)

RELEASE OF RIGHTS IN SOUND RECORDINGS TO THE
STOUT ORAL HISTORY PROGRAM
University of Wisconsin-Stout
Menomonie, Wisconsin

I, _____, hereby give, grant, assign
(Narrator)

and transfer, forever, to the Stout Oral History Program, as a donation, all my rights, title and interest in and to the recorded conversations made by me and _____ on _____,
(Interviewer) (Month, Day, Year)

and any written summaries or copies thereof and any documentation accompanying the recordings, for use by said Stout Oral History Program in any lawful way including publication, except for the conditions specified below, if any:

_____
(Signature)

_____
(Street, Road, or Rural Route)

_____
(City) (State)

_____
(Date Signed)

Acceptance by the Stout Oral History Program

_____
(Program Director)

_____
(Date Accepted)

RELEASE OF RIGHTS IN SOUND RECORDINGS TO THE
STOUT ORAL HISTORY PROGRAM
University of Wisconsin-Stout
Menomonie, Wisconsin

I, _____, hereby give, grant, assign
(Interviewer)

and transfer, forever, to the Stout Oral History Program, as a donation, all my rights, title and interest in and to the recorded conversations made by me and _____ on _____,
(Narrator) (Month, Day, Year)

and any written summaries or copies thereof and any documentation accompanying the recordings, for use by said Stout Oral History Program in any lawful way including publication, except for the conditions specified below, if any:

_____
(Signature)

_____
(Street, Road, or Rural Route)

_____
(City) (State)

_____
(Date Signed)

****

Acceptance by the Stout Oral History Program

_____
(Program Director)

_____
(Date Accepted)

APPENDIX B

FACTORS IN HISTORIC APPRAISAL.

A. Characteristics of Records.

1. Age.

The older the record the more likely it will have historical value regardless of other factors. This is largely due to increasing scarcity of older records and that more historically valuable records have been destroyed necessitating preservation of available records covering the same period.

2. Volume.

Volume of the material must be balanced against other factors. Extensive bulk necessitates careful examination of the records in relation to other factors.

3. Physical Form.

The physical form of records establishes basic patterns for their historic appraisal. For example, in appraising photographs and sound recordings, the Archivist must also consider the technical quality of the records.

4. Functional Characteristics.

The Archivist must consider the procedural significance and character of the records. Each record has a function, which is usually reflected in its title. Basic functions are not mutually exclusive. The function of a record provides an initial indication of its significance. Funcitons may be either substantive or facilitative in nature. Generally, records documenting facilitative functions are not of historical value.

5. Evidential Value.

Evidential value is the evidence the record contains of the functioning, organization, policies, decisions, procedures, operations, or other activities of the agency that produced them. The Archivist must know three significant facts in determining evidential value: 1) the office position in the agency's administrative hierarchy; 2) the substantive and facilitative functions performed by the office; and 3) the activities carried on under a given function by an office in the administrative hierarchy.

6. Informational Characteristics.

Most records contain factual data about the persons, corporate bodies, events, problems, and conditions with which the office dealt. Informational characteristics are evaluated on the basis of the uniqueness and form of the record, the information it contains, and the importance of the content.

B. Administrative Values.

1. Administrative Uses.

The Archivist must consider the importance of the administrative office that produced the records, the extent of agency authority, and the research importance of the functions recorded. Administrative uses may include planning, organizing, staffing, directing, coordinating, reporting, and budgeting functions. High-level administrative, policy, and substantive files are preferred over housekeeping and facilitative records of subordinate offices.

2. Financial Values.

Fiscal reponsibility requires that records documenting financial authorizations, obligations, and transactions shall be retained to support financial statements and to provide an audit trail for subsequent verification. Much of this material has no historical value, but some financial records do have continuing administrative value.

3. Legal Values.

A major administrative value of archives is their use to prove the legal or civil rights of individuals to citizenship, property, and employment benefits. Legal values are an important factor in the evaluation of records.

C. Research Values.

1. Uniqueness.

Uniqueness is an important attribute of records having research value. Uniqueness involves determination of the extent to which the information in a record is physically or substantively duplicated elsewhere.

2. Credibility.

Credibility is a basic research value. The Archivist must consider authenticity and understand the context in which a document was created.

3. Understandability.

Understandability is a prerequisite for future usefulness. Records may have meaning and value to the author alone, to a few specialized researchers, or to many users in the future.

4. Time Span.

There must be enough examples of records covering a span of time to permit investigations of sufficient scope for drawing valid conclusions. Otherwise, the records are isolated curiosities. Researchers perfer records that offer information over a long time period and comparable data enhances the validity of research based on archival sources. The regularity and uniformity of information in selected records increases their value.

5. Accessibility.

The research value of records depends on their accessibility. A researcher must be able to consult the records within a reasonable time after their donation or transfer to the Area Research Center. Perpetual, indefinite, or long-term restrictions on access significantly reduce the value of a collection. As well, concentrated information increases the accessibility of the source material. While a record collection may be physically accessible to users, its informational content may be buried in a mass of other materials or obscured by an arrangement that precludes use.

6. Frequency of Use.

Research values are good criteria for potential use. Past, present, and future demand must justify retention. The Archivist must balance the fact that research interests of scholars change and new directions in research methodology emerge with the actual research use a series of records is likely to receive.

7. Type of Quality of Use.

The Area Research Center is used for both scholarly and popular research. The Archivist has a responsibility to guide and improve the quality of amateur historical research, however records which support extended, in-depth scholarly research must not be slighted due to lack of frequent use. Frequency of use, type, and quality of use must be balanced in relation to each other.

D. Archival Values.

1. Relationship to Other Records.

Collection evaluation and description characterize the archival approach to documentation. The Archivist works with aggregates, batches, or collections and thus acquires skill and achieves consistency in dealing with documents in relation to each other, in relation to the content of other documents, and in relation to the selection policies of the ARC. Record series selected for their archival value should document significant policies and operations and contain information that makes them complement other record series of archival value and represent the many record series that cannot be retained. Gaps in existing archival documentation are a major consideration in historic appraisal.

2. Processing Costs.

   Every record series taken into the Area Research Center has a price tag that includes the staff time required for its processing and description. These costs are weighed against the usefulness of the records. Well-organized files save time in processing. Although processing costs vary for different materials, it is a constant factor in archival appraisal.

3. Preservation Costs.

   The cost of staff, equipment, and supplies for preserving or restoring documents must be considered in determining archival value.

4. Storage Costs.

   The Archivist must weigh available financial resources against the prospective usefulness of the records.